

Douglass Middle School

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

Derek Cooper, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Woodland Joint Unified School District

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District Governing Board

Michael Pyeatt, President
Tico Zendejas, Vice President
Tania Tafoya, Clerk
Morgan Childers
Debbie Decker
Teresa Guerrero
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District Administration

Thomas Pritchard
Superintendent
Stacy Spector
Assistant Superintendent
Educational Services

Lewis Wiley, Jr.
Assistant Superintendent
Business Services

Danyel Conolley
Senior Director
Human Resource Services

School Description

Principal's Message

Seeing parents on campus and at school events reassures me why Woodland is such a special place. Your presence sends a powerful message to your student and my staff about the obligation we all share in making Douglass Middle School a place where Excellence in Student Achievement is not just a phrase/goal; it's our mission. We are very proud of the API score above 800.

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 six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served a total of 10,550 students in the 2015-2016 school year.

Douglass Middle School operates on a traditional calendar, and during the 2015-16 school year, 833 students were enrolled in grades seven and eight.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	426
Grade 8	390
Total Enrollment	816

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.9
Asian	5.6
Filipino	1
Hispanic or Latino	67.8
Native Hawaiian or Pacific Islander	0.5
White	19.7
Two or More Races	1.7
Socioeconomically Disadvantaged	66.8
English Learners	14
Students with Disabilities	10.2
Foster Youth	0.7

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			
Douglass Middle School	15-16	16-17	17-18
With Full Credential	41	35	41
Without Full Credential	1	2	0
Teaching Outside Subject Area of Competence	0	2	0
Woodland Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	471
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Douglass Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	41
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	3	0	0

* "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 2017-18)

Woodland Joint Unified School District held a Public Hearing on September 28, 2017 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment 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. The chart below displays data collected in September 2017, regarding textbooks in use during the 2017-2018 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt, Rinehart & Winston Adopted 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Big Ideas Math, Big Ideas Learning LLC (Distributed by Houghton Mifflin Harcourt), 2015 California Edition Adopted 2014 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%

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. We also house the district K-8 Independent Study Program. Facility information is current as of October 12, 2017.

Cleaning Process

The principal works daily with the custodial staff of four to ensure that the cleaning of the school is maintained in order to provide for a clean and safe school.

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 work 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)				
Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Boys Restroom: 2. (D) Vents are damaged or missing
Interior: Interior Surfaces			X	Building M: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles stained (D) Floor tiles are missing damaged, or loose 7: (D) lighting fixture or bulbs are not working or missing Holes in ceiling where lights were replaced 8: Holes in ceiling Building S: 4: (D) Ceiling tiles missing, damaged or loose 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high Refrigerator 8: (D) Restrooms are dirty and not maintained regularly Room 01: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of extension cords or extension cord trip hazard Room 01: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Room 01: 4: Needs detailed cleaning 7: (D) Improper usage of extension cords or extension cord trip hazard Room 02: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose 7: (D) Improper usage of extension cords or extension cord trip hazard Room 02: 4: (D) Ceiling tiles are stained 7: (D) Electrical components are damaged or not functioning properly outlet needs oversized cover plate Room 03: 4: (D) Plaster or paint is damaged ceiling 9: (D) Sink/fountain is damaged (D) Sink/fountain is dirty Room 04: 4: (D) Ceiling tiles are stained Room 04: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained Room 05: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				5: Refrigerator 10: (D) Fire extinguisher is missing Room 05: 4: (D) Ceiling tiles are stained Tape on floor 5: Refrigerator Room 06: 4: (D) Carpeting damaged or stained tape on carpet (D) Ceiling tiles are stained 5: Refrigerator microwave 7: (D) Lighting covers are missing, damaged, or loose Room 06: 4: (D) Ceiling tiles are stained 9: (D) Sink/fountain missing Room 07: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of extension cords or extension cord trip hazard Room 07: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting covers are missing, damaged, or loose Room 07: 4: (D) Floor tiles are missing damaged, or loose storeroom (D) Carpeting damaged or stained Room 08: 4: (D) Ceiling tiles are stained Room 08: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose Room 09: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of extension cords or extension cord trip hazard Room 09: 4: Carpet has tape that stained carpet Room 10: 4: (D) Carpeting damaged or stained gum 7: (D) Lighting covers are missing, damaged, or loose Room 10: 4: (D) Ceiling tiles are stained Room 11: 4: (D) Ceiling tiles are stained 9: (D) Water leak- Inform site guide during the inspection Room 12: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of extension cords or extension cord trip hazard Room D1: 4: (D) Ceiling tiles are stained 5: Refrigerator microwave Room D3: 4: (D) Ceiling tiles are stained Room D4: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained (D) Carpeting damaged or stained tape on carpet 15: Door closer broken
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	Building S: 4: (D) Ceiling tiles missing, damaged or loose 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high Refrigerator 8: (D) Restrooms are dirty and not maintained regularly Room 01: 5: Refrigerator space heater 7: (D) Improper usage of extension cords or extension cord trip hazard (D) Improper usage of surge protectors or daisy chain of surge protectors Room 05: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				5: Refrigerator 10: (D) Fire extinguisher is missing Room 05: 4: (D) Ceiling tiles are stained Tape on floor 5: Refrigerator Room 06: 4: (D) Carpeting damaged or stained tape on carpet (D) Ceiling tiles are stained 5: Refrigerator microwave 7: (D) Lighting covers are missing, damaged, or loose Room D1: 4: (D) Ceiling tiles are stained 5: Refrigerator microwave
Electrical: Electrical			X	Building M: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles stained (D) Floor tiles are missing damaged, or loose 7: (D) lighting fixture or bulbs are not working or missing Holes in ceiling where lights were replaced 8: Holes in ceiling Girls restroom : 7: (D) Lighting covers are missing, damaged, or loose Room 01: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of extension cords or extension cord trip hazard Room 01: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Room 01: 4: Needs detailed cleaning 7: (D) Improper usage of extension cords or extension cord trip hazard Room 01: 5: Refrigerator space heater 7: (D) Improper usage of extension cords or extension cord trip hazard (D) Improper usage of surge protectors or daisy chain of surge protectors Room 02: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose 7: (D) Improper usage of extension cords or extension cord trip hazard Room 02: 4: (D) Ceiling tiles are stained 7: (D) Electrical components are damaged or not functioning properly outlet needs oversized cover plate Room 06: 4: (D) Carpeting damaged or stained tape on carpet (D) Ceiling tiles are stained 5: Refrigerator microwave 7: (D) Lighting covers are missing, damaged, or loose Room 07: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of extension cords or extension cord trip hazard Room 07: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting covers are missing, damaged, or loose Room 09: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of extension cords or extension cord trip hazard Room 10: 4: (D) Carpeting damaged or stained gum 7: (D) Lighting covers are missing, damaged, or loose

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room 12: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of extension cords or extension cord trip hazard
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Boys restroom : 8: (D) Toilet/urinal/sink is damaged, broken, or clogged leaking Building M: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles stained (D) Floor tiles are missing damaged, or loose 7: (D) lighting fixture or bulbs are not working or missing Holes in ceiling where lights were replaced 8: Holes in ceiling Building S: 4: (D) Ceiling tiles missing, damaged or loose 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high Refrigerator 8: (D) Restrooms are dirty and not maintained regularly Room 03: 4: (D) Plaster or paint is damaged ceiling 9: (D) Sink/fountain is damaged (D) Sink/fountain is dirty Room 03: 9: (D) Sink/fountain is damaged 11: Note: 9x9 in storage in tact Room 06: 4: (D) Ceiling tiles are stained 9: (D) Sink/fountain missing Room 09: 9: (D) Sink/fountain is damaged (D) Water leak- Inform site guide during the inspection Room 11: 4: (D) Ceiling tiles are stained 9: (D) Water leak- Inform site guide during the inspection
Safety: Fire Safety, Hazardous Materials	X			Room 05: 10: (D) Fire extinguisher is blocked Room 05: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose 5: Refrigerator 10: (D) Fire extinguisher is missing
Structural: Structural Damage, Roofs	X			Court Yard: 12. Broken boards on bench seats. 14. Trip hazards along walkways. Girls Restroom: 4. Restroom closedown due to damage from roof leak. 13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak Room 01: 4. (D) ceiling tile are stained. 8. Girls restroom closedown for repair due to roof leaks. 13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak. Room 05: 4. (D) Ceilings have damage from cracks, tears, holes, or water usage. 13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak. Room 08: 13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room 12: 4. (D) Ceiling tiles are stained. 13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room D4: 4. (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained (D) Carpeting damaged or stained tape on carpet 15: Door closer broken
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	41	44	40	38	48	48
Math	30	35	27	27	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	67	60	53	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	26	22.4	32.2

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	439	417	95.0	60.4
Male	226	214	94.7	61.7
Female	213	203	95.3	59.1
Asian	28	28	100.0	67.9
Hispanic or Latino	288	274	95.1	53.3
White	93	89	95.7	77.5
Socioeconomically Disadvantaged	322	304	94.4	52.3
English Learners	71	67	94.4	4.5
Students with Disabilities	28	28	100.0	14.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	808	784	97.03	43.61
Male	371	358	96.5	36.97
Female	437	426	97.48	49.18
Black or African American	13	13	100	30.77
American Indian or Alaska Native	--	--	--	--
Asian	50	47	94	65.96
Filipino	--	--	--	--
Hispanic or Latino	543	528	97.24	34.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	162	161	99.38	63.75
Two or More Races	16	16	100	62.5
Socioeconomically Disadvantaged	537	521	97.02	35.58
English Learners	295	282	95.59	18.44
Students with Disabilities	78	76	97.44	6.58
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17 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	807	790	97.89	34.56
Male	370	360	97.3	34.44
Female	437	430	98.4	34.65
Black or African American	13	13	100	7.69
American Indian or Alaska Native	--	--	--	--
Asian	50	50	100	48
Filipino	--	--	--	--
Hispanic or Latino	542	530	97.79	28.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	162	161	99.38	50.31
Two or More Races	16	16	100	56.25
Socioeconomically Disadvantaged	536	524	97.76	29.2
English Learners	295	291	98.64	17.18
Students with Disabilities	79	77	97.47	5.19
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The school district benefits from extensive support from parents and community members. Douglass Middle School is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, field trip chaperones, fund raising, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC) membership.

Douglass Middle School also benefits from partnerships with Target, Wells Fargo, and Pacific Gas & Electric, 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. The school's Web site (www.dms.wjUSD.org) provides a variety of resources for parents, students and community members.

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 para professionals. Visitors to the school must check in at the office and wear a visitor's badge while on campus at all times.

Teachers on campus support after school programs by helping to organize extracurricular activities based on student interest.

Douglass Middle School's Site Safety Plan is revised each fall and spring by the School Site Council, which consists 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 at the time it is updated.

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			
School	2014-15	2015-16	2016-17
Suspensions Rate	12.0	11.9	10.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	6.8	6.3
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		80

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	833

* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	26	23	22	11	20	21	24	23	21	5		
Mathematics	22	17	19	8	10	4	6		1			
Science	32	29	29				13	25	26	12	1	
Social Science	31	28	30		3		19	25	25	5		

* 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

The 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. Over 3,000 hours of summer professional development were provided to support 248 staff to have voice and choice in their learning.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,475	\$46,511
Mid-Range Teacher Salary	\$62,310	\$73,293
Highest Teacher Salary	\$86,258	\$92,082
Average Principal Salary (ES)	\$106,757	\$113,263
Average Principal Salary (MS)	\$114,823	\$120,172
Average Principal Salary (HS)	\$121,527	\$131,203
Superintendent Salary	\$211,312	\$213,732
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,892	\$437	\$4,454	\$59,680
District	♦	♦	\$4,126	\$65,991
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			7.9	-2.1
Percent Difference: School Site/ State			-16.7	-13.8

* Cells with ♦ do not require data.

Types of Services Funded

Woodland Joint Unified School District spent an average of \$11,330 to educate each student (based on 2016-17 audited financial statements).

- Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2016-2017 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES Counseling Grant Federal, Special Education Federal, Vocational and Applied Secondary Lottery Agriculture Vocational Grant Elementary Counseling Grant Title I Title II Title III Special Ed-State Medi-Cal Small Learning Communities Partnership Academies

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.