



Douglass Middle School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Woodland Joint Unified School District

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District Governing Board

Debbie Decker, President
Morgan Childers, Vice President
Karen Rosenkilde-Bayne, Clerk
Deborah Bautista Zavala
Teresa Guerrero
Rogelio Villagrana
Vacant Position

District Administration

Thomas Pritchard
Superintendent
Elodia Ortega-Lampkin
Associate Superintendent
Educational Services

Lewis Wiley, Jr.
Assistant Superintendent
Business Services

Danyel Conolley
Senior Director
Human Resource Services

Principal's Message

The tradition of Douglass Middle School reflects a commitment that all students can learn and encourages all students to be academically successful. The staff and parents work together to create a positive learning environment and to improve student achievement. Education requires teamwork. The Douglass Middle School staff, teachers, parents, students, Site Council, ELAC, and our PTA will continue to communicate clearly and work effectively to enable our students to meet the standards and to achieve our school-wide site plan goals and objectives.

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, 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 10,550 students in the 2017-2018 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.

Douglass's Mission is to provide a quality educational experience for all by demonstrating safety, responsibility and respect.

Douglass's Lion Code:

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

Douglass Middle School operates on a traditional calendar, and during the 2018-19 school year, 904 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 <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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	421
Grade 8	424
Total Enrollment	845

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.5
Asian	5.6
Filipino	1.3
Hispanic or Latino	67.3
Native Hawaiian or Pacific Islander	0.2
White	21.9
Socioeconomically Disadvantaged	65.2
English Learners	14.9
Students with Disabilities	10.7
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Douglass Middle School	16-17	17-18	18-19
With Full Credential	35	41	40
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	2	0	0
Woodland Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	474
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Douglass Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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 2018-19)

Woodland Joint Unified School District held a Public Hearing on September 27, 2018 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 2018, regarding textbooks in use during the 2018-2019 school year.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
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	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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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 4, 2018.

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 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: 10/4/2018		
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: monitor possible leak near entrance and replace ceiling tiles. B 02: 4: Replace damaged ceiling tiles in the room. B 04: 4: Replace damaged ceiling tile above the entrance. 7: (D) Electrical outlet covers or light switch covers are damaged or missing C 01: 4: Replace damaged ceiling tiles around the HVAC return, and near entrance. C 03: 4: inspect possible leak by HVAC return, replace damaged ceiling tiles. peeling wallboard surface. C 05: 4: monitor possible leak from HVAC return, replace damaged ceiling tiles. wall board surface peeling. Maintenance and Operations Work Orders #32784, #32785, #32786, #32790, #32791, #32792, #32788, and #32793
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	B 04: 4: Replace damaged ceiling tile above the entrance. 7: (D) Electrical outlet covers or light switch covers are damaged or missing Maintenance and Operations Work Order #32786

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/4/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	A 03: 9: drinking fountain shut off because of leak. Boys Gym: 9: Drinking fountain in boys locker room not functioning. Maintenance and Operations Work Orders #32783, #32787, and #32789
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

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.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	44.0	37.0	38.0	40.0	48.0	50.0
Math	35.0	31.0	27.0	29.0	37.0	38.0

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

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.0	25.1	29.1

* 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.

School Year 2017-18 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	826	811	98.18	36.59
Male	411	406	98.78	30.94
Female	415	405	97.59	42.22
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	46	100.00	58.70
Filipino	--	--	--	--
Hispanic or Latino	562	554	98.58	29.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	175	169	96.57	50.89
Two or More Races	15	15	100.00	66.67
Socioeconomically Disadvantaged	552	542	98.19	29.81
English Learners	277	274	98.92	14.23
Students with Disabilities	94	91	96.81	2.25
Students Receiving Migrant Education Services	16	16	100.00	6.25
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 2017-18 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	826	812	98.31	31.4
Male	411	405	98.54	30.37
Female	415	407	98.07	32.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	46	100	50
Filipino	--	--	--	--
Hispanic or Latino	562	554	98.58	25.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	175	170	97.14	42.94
Two or More Races	15	15	100	46.67
Socioeconomically Disadvantaged	552	543	98.37	26.34
English Learners	277	275	99.28	12
Students with Disabilities	94	92	97.87	3.26
Students Receiving Migrant Education Services	16	16	100	18.75
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 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.

Douglass Middle School's Site Safety Plan is revised each fall by the School Site Council (plan reviewed October 11th 2018) and Safety Committee. These committees 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 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	11.9	10.8	10.2
Expulsions Rate	0.0	0.0	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	6.8	6.3	6.0
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	22.0	25.0	20	21	6	23	21	28			
Mathematics	17.0	19.0	27.0	10	4	7		1	25			1
Science	29.0	29.0	29.0			1	25	26	25	1		1
Social Science	28.0	30.0	27.0	3		6	25	25	23			1

* 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

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
- Literacy for All Content Areas with Maria Losee, Grades 5-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,910	\$47,547
Mid-Range Teacher Salary	\$62,933	\$74,775
Highest Teacher Salary	\$87,121	\$93,651
Average Principal Salary (ES)	\$106,757	\$116,377
Average Principal Salary (MS)	\$114,823	\$122,978
Average Principal Salary (HS)	\$121,527	\$135,565
Superintendent Salary	\$211,312	\$222,853
Percent of District Budget		
Teacher Salaries	36.0	35.0
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 \$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 2017-2018 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 <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 2016-17 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	\$66,356
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			7.9	-2.1
Percent Difference: School Site/ State			-16.7	-13.8

* Cells with ◆ 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.