

Douglass Middle School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Douglass Middle School
Street	525 Granada Dr.
City, State, Zip	Woodland, CA 95695
Phone Number	(530) 662-2191
Principal	Cristina Morel
Email Address	cristina.morel@wjusd.org
School Website	https://dms.wjUSD.org/
County-District-School (CDS) Code	57727100000000

2021-22 District Contact Information

District Name	Woodland Joint Unified School District
Phone Number	(530) 662-0201
Superintendent	Elodia Ortega-Lampkin
Email Address	elodia.lampkin@wjusd.org
District Website Address	www.wjUSD.org

2021-22 School Overview

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 2020-2021 school year, 764 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 9,658 students in the 2020-21 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:

R.O.A.R. Be Ready, Offer Kindness, Act Safely, Act Responsibly

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	375
Grade 8	389
Total Enrollment	764

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.7
Asian	6.9
Black or African American	1.2
Filipino	0.4
Hispanic or Latino	72.3
Native Hawaiian or Pacific Islander	0.9
Two or More Races	2
White	15.1
English Learners	13.9
Foster Youth	0.5
Homeless	0.7
Socioeconomically Disadvantaged	55
Students with Disabilities	12.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 9, 2021 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 August 2021, regarding textbooks in use during the 2021-2022 school year.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill (2017) Adopted 2020	Yes	0.0%
Mathematics	Houghton Mifflin-Big Ideas HoughtonMifflin-Go Math! Adopted 2016 Adopted 2015	Yes	0.0%
Science	Pearson/Prentice Hall Adopted 2008	Yes	0.0%
History-Social Science	Glencoe/McGraw Hill Adopted 2006 Holt, Rinehart & Winston Adotped 2001	Yes	0.0%
Foreign Language			
Health	Health Connected: Teen Talk Adopted 2020	Yes	0.0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 November 18, 2021.

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.

Year and month of the most recent FIT report

11/16/2021 - 11/18/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Multi Purpose Room: 2: (D) Vents are damaged or missing. Outside kitchen (west side) vent grille needs to be secured 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose In entry area, several tiles are missing and stained. Replace 7: (D) Lighting covers are missing, damaged, or loose (D) lighting fixture or bulbs are not working or missing, retrofit fixtures in kitchen to LED Work Order 46983
Interior: Interior Surfaces			X	Room A 04: 4: (D) Ceiling tiles missing, damaged or loose. Replace tiles around vent. Determine if leak was fixed Work Order 46976 Room B 05: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose Replace tiles where possible, overlay larger areas with painted 1/2" plywood Work Order 46978 Room C 10: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage, above teachers desk

School Facility Conditions and Planned Improvements

				<p>7: (D) lighting fixture or bulbs are not working or missing Work Order 46980 Room E 02:</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage. Repair wall that is chipping/cracking by patching and painting. Location by west door</p> <p>7: (D) lighting fixture or bulbs are not working or missing. Fixture in small (side room) needs to be converted to LED (D) Electrical outlet cover missing. Junction box in small (side) room needs blank cover</p> <p>8: Light fixture in both boys and girls RR need to be updated to new LED fixture</p> <p>9: (D) Sink/fountain is not working. Fountain sometimes does not shut off Work Order 46981 Multi Purpose Room:</p> <p>2: (D) Vents are damaged or missing. Outside kitchen (west side) vent grille needs to be secured</p> <p>4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose In entry area, several tiles are missing and stained. Replace</p> <p>7: (D) Lighting covers are missing, damaged, or loose (D) lighting fixture or bulbs are not working or missing, retrofit fixtures in kitchen to LED Work Order 46983 Room D4:</p> <p>4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose Work Order 46985</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	<p>Boys restroom :</p> <p>7: (D) lighting fixture or bulbs are not working or missing Work Order 46979 Room C 10:</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage, above teachers desk</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p>

School Facility Conditions and Planned Improvements

				<p>Work Order 46980</p> <p>Room E 02:</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage. Repair wall that is chipping/cracking by patching and painting.</p> <p>Location by west door</p> <p>7: (D) lighting fixture or bulbs are not working or missing. Fixture in small (side room) needs to be converted to LED</p> <p>(D) Electrical outlet cover missing. Junction box in small (side) room needs blank cover</p> <p>8: Light fixture in both boys and girls RR need to be updated to new LED fixture</p> <p>9: (D) Sink/fountain is not working. Fountain sometimes does not shut off</p> <p>Work Order 46981</p> <p>Girls Gym:</p> <p>7: (D) lighting fixture or bulbs are not working or missing. All light fixtures in entry way and entry RR need to be updated to LED</p> <p>Work Order 46982</p> <p>Multi Purpose Room:</p> <p>2: (D) Vents are damaged or missing. Outside kitchen (west side) vent grille needs to be secured</p> <p>4: (D) Ceiling tiles are stained</p> <p>(D) Ceiling tiles missing, damaged or loose</p> <p>In entry area, several tiles are missing and stained. Replace</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>(D) lighting fixture or bulbs are not working or missing, retrofit fixtures in kitchen to LED</p> <p>Work Order 46983</p> <p>Room D2:</p> <p>7: (D) Electrical outlet covers or light switch covers are damaged or missing. Blank cover needed by sink counter</p> <p>(D) lighting fixture or bulbs are not working or missing</p> <p>9: (D) Sink/fountain missing knob or button. Cold water knob loose</p> <p>Work Order 46984</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>Room A 10:</p> <p>8: (D) Toilet/urinal/sink is damaged, broken, or clogged. Toilet in second stall of Girls RR is loose.</p>

School Facility Conditions and Planned Improvements

				<p>Work Order 46977</p> <p>Room E 02:</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage. Repair wall that is chipping/cracking by patching and painting. Location by west door</p> <p>7: (D) lighting fixture or bulbs are not working or missing. Fixture in small (side room) needs to be converted to LED</p> <p>(D) Electrical outlet cover missing. Junction box in small (side) room needs blank cover</p> <p>8: Light fixture in both boys and girls RR need to be updated to new LED fixture</p> <p>9: (D) Sink/fountain is not working. Fountain sometimes does not shut off</p> <p>Work Order 46981</p> <p>Room D2:</p> <p>7: (D) Electrical outlet covers or light switch covers are damaged or missing. Blank cover needed by sink counter</p> <p>(D) lighting fixture or bulbs are not working or missing</p> <p>9: (D) Sink/fountain missing knob or button. Cold water knob loose</p> <p>Work Order 46984</p>
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	772	NT	NT	NT	NT
Female	379	NT	NT	NT	NT
Male	393	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	53	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	557	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	23	NT	NT	NT	NT
White	115	NT	NT	NT	NT
English Learners	111	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	61	NT	NT	NT	NT
Socioeconomically Disadvantaged	436	NT	NT	NT	NT
Students Receiving Migrant Education Services	18	NT	NT	NT	NT
Students with Disabilities	99	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	772	NT	NT	NT	NT
Female	379	NT	NT	NT	NT
Male	393	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	53	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	557	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	23	NT	NT	NT	NT
White	115	NT	NT	NT	NT
English Learners	111	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	61	NT	NT	NT	NT
Socioeconomically Disadvantaged	436	NT	NT	NT	NT
Students Receiving Migrant Education Services	18	NT	NT	NT	NT
Students with Disabilities	99	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Study Sync Student Groups	Study Sync Total Enrollment	Study Sync Number Tested	Study Sync Percent Tested	Study Sync Percent Not Tested	Study Sync Percent At or Above Grade Level
All Students	772	532	69	31	5
Female	380	271	72	28	5
Male	392	262	67	33	5
American Indian or Alaska Native	19	15	79	21	7
Asian	51	42	83	17	12

Black or African American	22	19	87	13	11
Filipino	6	6	100	0	0
Hispanic or Latino	557	365	66	34	3
Native Hawaiian or Pacific Islander	7	7	100	0	0
Two or More Races	0	0	0	0	0
White	421	287	67	33	5
English Learners	111	59	54	46	0
Foster Youth	16	13	82	18	0
Homeless	69	38	56	44	0
Military	65	15	24	76	0
Socioeconomically Disadvantaged	133	83	63	37	0
Students Receiving Migrant Education Services	19	15	0	79	21
Students with Disabilities	100	56	56	44	0

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Study Sync Student Groups	Study Sync Total Enrollment	Study Sync Number Tested	Study Sync Percent Tested	Study Sync Percent Not Tested	Study Sync Percent At or Above Grade Level
All Students	772	601	78	22	16
Female	380	301	80	20	15
Male	392	302	78	22	16
American Indian or Alaska Native	19	18	95	5	23
Asian	51	51	100	0	17
Black or African American	22	16	73	27	0
Filipino	6	6	100	0	34
Hispanic or Latino	557	438	79	21	16
Native Hawaiian or Pacific Islander	6	0	133	86	14
Two or More Races	0	0	421	0	0
White	314	18	67	75	25
English Learners	111	85	77	23	3
Foster Youth	16	14	88	12	8
Homeless	69	43	63	37	10
Military	51	6	7	79	21
Socioeconomically Disadvantaged	107	8	100	81	19
Students Receiving Migrant Education Services	20	20	65	50	100

Students with Disabilities	100	0	0	86	14
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	379	NT	NT	NT	NT
Female	186	NT	NT	NT	NT
Male	193	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	25	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	271	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	59	NT	NT	NT	NT
English Learners	37	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	41	NT	NT	NT	NT
Socioeconomically Disadvantaged	211	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	44	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 and get involved. These opportunities include English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), School Site Council (SSC) membership, Safety Team, Tier I team and fundraising. We look forward being able to once again invite parents to campus to partner with us as classroom and project volunteers and field trip chaperones. We survey parents several times a year about their availability for meetings and communication preferences. We implement 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. Douglass encourages youth engagement and youth voice, and engages with our Student Advisory Council (which is comprised of students representative of our demographics and academic performance bands) to provide feedback and input on our school systems, structures and supports, and make data informed decisions to improve school outcomes..

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).

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	792	782	64	8.2
Female	386	384	35	9.1
Male	406	398	29	7.3
American Indian or Alaska Native	5	5	0	0.0
Asian	53	53	2	3.8
Black or African American	9	9	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	573	566	53	9.4
Native Hawaiian or Pacific Islander	7	7	1	14.3
Two or More Races	16	16	0	0.0
White	119	116	7	6.0
English Learners	113	112	13	11.6
Foster Youth	8	7	3	42.9
Homeless	6	5	2	40.0
Socioeconomically Disadvantaged	449	445	49	11.0
Students Receiving Migrant Education Services	21	21	0	0.0
Students with Disabilities	102	100	16	16.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	12.69	0.51	5.67	0.21	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.80	4.16	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.51	0.00
Female	0.26	0.00
Male	0.74	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.77	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.98	0.00

2021-22 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 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 by ELAC and student advisory council, and reviewed and approved by the school site council in September of 2021. 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 WJUSD School Board of Trustees approved the Safety Plan on October 14, 2021.

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	3	30	
Mathematics	30	1	29	
Science	29	1	30	
Social Science	28	3	29	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	27	1
Mathematics	28	2	26	2
Science	30		28	
Social Science	28	3	27	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	23	
Mathematics	28		26	1
Science	30		22	3
Social Science	25	3	27	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	402.1

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,672	\$1,124	\$5,548	\$69,180
District	N/A	N/A	\$6,557	\$71,603
Percent Difference - School Site and District	N/A	N/A	-16.7	-3.4
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-41.4	-15.8

Types of Services Funded

Woodland Joint Unified School District spent an average of \$8,243 to educate each student (based on 2019-20 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, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,688	\$51,029
Mid-Range Teacher Salary	\$66,481	\$78,583
Highest Teacher Salary	\$95,210	\$99,506
Average Principal Salary (Elementary)	\$108,295	\$124,576
Average Principal Salary (Middle)	\$113,546	\$131,395
Average Principal Salary (High)	\$125,256	\$144,697
Superintendent Salary	\$224,180	\$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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:

Universal Design for Learning, TK-12

Ethnic Studies with the Acosta Group, Preschool-12

English Learner Roadmap, TK-12

Social Emotional Learning TK-12

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0

Woodland Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Woodland Joint Unified School District
Phone Number	(530) 662-0201
Superintendent	Elodia Ortega-Lampkin
Email Address	elodia.lampkin@wjusd.org
District Website Address	www.wjusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4954	501	10.11	89.89	57.76
Female	2406	277	11.51	88.49	64.55
Male	2548	224	8.79	91.21	49.55
American Indian or Alaska Native	22	0	--	100.00	--
Asian	267	32	11.99	88.01	61.29
Black or African American	61	5	8.20	91.80	--
Filipino	28	7	25.00	75.00	--
Hispanic or Latino	3527	365	10.35	89.65	55.03
Native Hawaiian or Pacific Islander	21	2	9.52	90.48	--
Two or More Races	159	10	6.29	93.71	--
White	869	80	9.21	90.79	70.13
English Learners	977	48	4.91	95.09	12.77
Foster Youth	47	4	8.51	91.49	--
Homeless	90	4	4.44	95.56	--
Military	247	45	18.22	81.78	50.00
Socioeconomically Disadvantaged	3016	272	9.02	90.98	56.77
Students Receiving Migrant Education Services	119	10	8.40	91.60	--
Students with Disabilities	733	73	9.96	90.04	26.76

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4954	464	9.37	90.63	33.63
Female	2406	253	10.52	89.48	34.41
Male	2548	211	8.28	91.72	32.69
American Indian or Alaska Native	22	0	--	100.00	--
Asian	267	30	11.24	88.76	53.57
Black or African American	61	6	9.84	90.16	--
Filipino	28	7	25.00	75.00	--
Hispanic or Latino	3527	338	9.58	90.42	27.71
Native Hawaiian or Pacific Islander	21	2	9.52	90.48	--
Two or More Races	159	9	5.66	94.34	--
White	869	72	8.29		52.78
English Learners	977	43	4.40	95.60	12.20
Foster Youth	47	4	8.51	91.49	--
Homeless	90	2	2.22	97.78	--
Military	247	36	14.57	85.43	22.22
Socioeconomically Disadvantaged	3016	251	8.32	91.68	30.20
Students Receiving Migrant Education Services	119	8	6.72	93.28	--
Students with Disabilities	733	68	9.28	90.72	19.12

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

