Lee 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/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
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| **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	Lee Middle School
Street	520 West St.
City, State, Zip	Woodland, CA 95695-3798
Phone Number	(530) 662-0251
Principal	Shelley Friery
Email Address	shelley.friery@wjusd.org
School Website	lms.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

At Lee Middle School, we are committed to supporting your children in their intellectual and social development during their early adolescent years. The content of our classes focuses on the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS), and provides opportunities for individual and whole group instruction, as well as academic intervention. The culture of our school reflects a commitment to working together with parents, students, and our community to ensure all of our students meet their full academic and personal potential. In addition to a rigorous academic program, our school makes available for students a wide array of school-sponsored clubs, sports and activities. We offer a structured learning environment that encourages safe and respectful interactions among students and between students and adults. Taking advantage of these opportunities can help your children develop confidence, independence, and interdependence within a community.

Lee Middle School Mission Statement: At Lee Middle School our mission is to provide a safe, supportive, and rigorous learning environment to ensure ALL students are ready for high school and the world beyond.

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.

Lee Middle School operates on a traditional calendar, and in 2020-21, 618 students were enrolled in grades seven and eight.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	313
Grade 8	305
Total Enrollment	618

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	0.5
Asian	1.6
Black or African American	1.3
Filipino	0.2
Hispanic or Latino	73.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.4
White	18.3
English Learners	15
Foster Youth	1
Homeless	0.8
Socioeconomically Disadvantaged	61.2
Students with Disabilities	16

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 Go Math, Adopted 2015 Houghton Mifflin Integrated Math I Adopted 2016	Yes	0.0%
Science	Pearson/Prentice Hall Adopted 2008	Yes	0.0%
History-Social Science	Glencoe/McGraw Hill Discovering Our Past: Medieval & Early Times Discovering Our Past: American Journey to WWI Adopted 2006	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 in 1954, Lee Middle School offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 48 classrooms, one library, one cafeteria, one staff room, one gym, and one multipurpose room. Facility information is current as of November 11, 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
District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication, 100% of restrooms on campus were in working order.

During the summer of 2019, the majority of the school's HVAC system was replaced and new equipment was installed in the CTE areas.

Year and month of the most recent FIT report	11/11/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 06: 4: (D) Walls have damage from cracks, tears, holes or water damage. Patch and paint (D) Ceiling tiles are stained Work Order 46942
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Room 07A: 7: (D) lighting fixture or bulbs are not working or missing Work Order 46943 Room 07B: 7: (D) lighting fixture or bulbs are not working or missing. Many in long row are out Work Order 46944 Room 11: 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is not working. Needs aerator Work Order 46945 Room 13: 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is not working. Needs aerator Work Order 46946

School Facility Conditions and Planned Improvements

				Room 16: 7: (D) lighting fixture or bulbs are not working or missing. Diffuser needs to be installed correctly. Some bulbs out, including in storage room Work Order 46947 Room 17: 7: (D) Electrical outlet covers or light switch covers are damaged or missing. By exterior door (D) lighting fixture or bulbs are not working or missing Work Order 46948 Room 38: 7: (D) lighting fixture or bulbs are not working or missing Work Order 46950
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 11: 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is not working. Needs aerator Work Order 46945 Room 13: 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is not working. Needs aerator Work Order 46946 Room 28: 9: (D) Sink/fountain fixture is loose. Eye wash station needs to be tightened Work Order 46949
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	613	5	0.82	99.18	--
Female	296	0	0	100	--
Male	317	5	1.58	98.42	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	451	3	0.67	99.33	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	0	0	100	--
White	113	2	1.77	98.23	--
English Learners	92	1	1.09	98.91	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	0	0	100	--
Socioeconomically Disadvantaged	384	2	0.52	99.48	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	103	5	4.85	95.15	--

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	613	5	0.82	99.18	--
Female	296	0	0.00	100.00	--
Male	317	5	1.58	98.42	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	451	3	0.67	99.33	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	0	0.00	100.00	--
White	113	2	1.77	98.23	--
English Learners	92	1	1.09	98.91	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	0	0.00	100.00	--
Socioeconomically Disadvantaged	384	2	0.52	99.48	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	103	5	4.85	95.15	--

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	601	374	63	37	3
Female	290	182	63	37	4
Male	311	190	62	38	2
American Indian or Alaska Native	14	10	72	28	0
Asian	12	9	75		11

Black or African American	14	8	58	42	0
Filipino	2	2	100	0	0
Hispanic or Latino	442	270	62	38	3
Native Hawaiian or Pacific Islander	3	2	67	33	0
Two or More Races	0	0	0	0	0
White	365	227	63	37	4
English Learners	91	39	43	57	0
Foster Youth	14	11	79	21	0
Homeless	37	14	38	62	0
Military	41	25	61	39	10
Socioeconomically Disadvantaged	110	60	55	45	0
Students Receiving Migrant Education Services	9	4	0	45	55
Students with Disabilities	101	54	54	46	10

*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	601	456	76	24	15
Female	290	228	79	21	14
Male	311	227	73	27	37
American Indian or Alaska Native	14	12	86	14	9
Asian	12	10	84	16	30
Black or African American	14	10	72	28	10
Filipino	2	2	100	0	0
Hispanic or Latino	442	347	79	21	11
Native Hawaiian or Pacific Islander	2	50	110	66	34
Two or More Races	0	0	365	0	0
White	276	17	63	76	24
English Learners	91	65	72	28	0
Foster Youth	14	11	79	21	0
Homeless	37	24	65	35	9
Military	31	12	3	76	24
Socioeconomically Disadvantaged	83	4	101	76	24
Students Receiving Migrant Education Services	9	4	41	0	45

| Students with Disabilities | 72 | 0 | 0 | 72 | 28 |

*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	303	NT	NT	NT	NT
Female	136	NT	NT	NT	NT
Male	167	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	213	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	17	NT	NT	NT	NT
White	64	NT	NT	NT	NT
English Learners	39	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	21	NT	NT	NT	NT
Socioeconomically Disadvantaged	182	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	46	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. Lee 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), Lee Boosters, Woodland Middle School Music Boosters and School Site Council (SSC) membership. In addition, Lee provides a myrad of opportunities for parents to get involved through Parent Information Nights, Back to School Night and Open House, Science Night, AVID and Dual Immersion Family Nights and much more! Lee Middle School also benefits from partnerships with the Woodland Chamber of Commerce, the Rotary Club, Friends of the Mondavi Center, Woodland Public Library, Woodland Police Department, UC Davis (EAOP, EAP, and MESA programs), Yolo Farm to Fork, and AAUW. Student voice is gathered through student participation on committees, Student Advisory Council and School Site Council, listening circles conducted by the LMS administrative team, surveys, class visits, and Principal's Advisory Workgroup meetings.

Contact Information
Parents who wish to participate in Lee Middle School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 662-0251 and get more information. The district's Web site (www.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	641	634	60	9.5
Female	311	308	27	8.8
Male	330	326	33	10.1
American Indian or Alaska Native	3	3	1	33.3
Asian	10	10	1	10.0
Black or African American	8	8	1	12.5
Filipino	1	1	0	0.0
Hispanic or Latino	469	465	40	8.6
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	17	17	1	5.9
White	121	118	14	11.9
English Learners	97	97	13	13.4
Foster Youth	7	7	2	28.6
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	407	404	54	13.4
Students Receiving Migrant Education Services	13	13	2	15.4
Students with Disabilities	109	109	13	11.9

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	11.47	0.78	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	14.39	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	0.78	0.00
Female	0.32	0.00
Male	1.21	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	0.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.48	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.92	0.00

2021-22 School Safety Plan

Safety of students is a priority of the 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.

Lee Middle School's Site Safety Plan is revised each year, presented to the School Site Council, and appproved by the School Site Council, which consists of administrators, staff members, students and parents. Key elements of the Safety Plan include student safety, school climate/culture, and emergency preparedness. The Safety Plan was last updated and approved at our Site Council Meeting on September 22nd, 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 quarterly fire evacuations and annual intruder and disaster 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 current year's safety plan included key revisions that will contribute to an even safer school environment.

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	24	9	19	
Mathematics	26	5	20	
Science	27	2	22	
Social Science	26	3	22	

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	26	2	22	
Mathematics	27	1	22	
Science	28		22	
Social Science	27	1	22	

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	22	6	22	
Mathematics	28	1	21	
Science	28	2	20	
Social Science	28	1	19	2

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	618

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
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 teach 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	$8,473	$2,483	$5,990	$67,544
District	N/A	N/A	$6,557	$71,603
Percent Difference - School Site and District	N/A	N/A	-9.0	-5.8
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-34.0	-18.2

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.