

Lee Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



Each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF 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.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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

2022-23 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

2022-23 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 our 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 2021-22, 580 students were enrolled in grades seven and eight.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	275
Grade 8	305
Total Enrollment	580

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.3
American Indian or Alaska Native	0.7
Asian	2.9
Black or African American	1.4
Filipino	0.2
Hispanic or Latino	75.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.4
White	16.2
English Learners	17.6
Foster Youth	0.3
Homeless	1.0
Migrant	2.4
Socioeconomically Disadvantaged	82.2
Students with Disabilities	16.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	84.32	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	8.70	16.70	3.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.90	8.30	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.90	8.70	1.80	12115.80	4.41
Unknown	0.40	1.16	29.10	5.99	18854.30	6.86
Total Teaching Positions	34.50	100.00	485.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.00	88.79	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	5.72	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	3.40	14.80	3.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	2.03	8.20	1.68	11953.10	4.28
Unknown	0.00	0.00	18.00	3.70	15831.90	5.67
Total Teaching Positions	34.90	100.00	488.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	1.10
Vacant Positions	0.00	0.00

Total Teachers Without Credentials and Misassignments	1.00	1.10
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2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.10
Local Assignment Options	0.00	0.60
Total Out-of-Field Teachers	1.00	0.70

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 22, 2022 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 2022, regarding textbooks in use during the 2022-2023 school year.

Year and month in which the data were collected

August 2022

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	No	0.0%
History-Social Science	Glencoe/McGraw Hill Discovering Our Past: Medieval & Early Times Discovering Our Past: American Journey to WWI Adopted 2006	No	0.0%
Health	Health Connected: Teen Talk Adopted 2020	Yes	0.0%

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 22, 2022.

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 Career Technical Education (CTE) areas.

Year and month of the most recent FIT report

11/21/2022 - 11/22/2022

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	<p>Lee Middle Girls Restroom Adjacent to Weight Room: 4: (D) Hazard(s) appear in the flooring. (Torn carpeting, missing floor tiles, or holes appear) floor is peeling badly. 9: (D) A Leak is evident. Vacuum breaker in first stall on left and last stall on right needs replacement. 11: (D) Paint is peeling, chipping, or cracking, paint us needed in multiple areas. Work order 52014</p> <p>Lee Middle Room Adjacent to Girls Restroom Near Gym: Ceiling tiles have holes or stains Work order 52019</p> <p>Lee Middle School Boys Locker Room: 4: (D) There is evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits), floor covering is peeling, may be a moisture issue. Work order 52020</p> <p>Lee Middle School Girls Locker Room: 4: (D) There is evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits), floor peeling badly, may be because of moisture in concrete slab Work order 52025</p> <p>Lee Middle School Library: 4: (D) Ceiling tiles are loose near projector. Work order 52031</p> <p>Lee Middle School Main Kitchen Adjacent to Gym: 4: (D) Walls appear to have hazards from tears and holes drywall is damaged in multiple areas. 7: (D) Outlets, access panels, switch plates, junction boxes and fixtures are NOT properly covered and secured from pupil access, the duplex receptacle at the serving counter near the walk in cooler needs a new plate, and to be re-secured. Work order 52032</p> <p>Lee Middle School Room 1: 4: (D) Ceiling tiles have holes or stains. Work order 52037</p> <p>Lee Middle School Room 12: 4: (D) Ceiling tiles have holes or stains. 7: (D) Lighting is flickering or out. Work order 52040</p> <p>Lee Middle School Room 15: 4: (D) Ceiling tiles have holes or stains. Work order 52043</p> <p>Lee Middle School Room 19: 4: (D) Ceiling tiles have holes or stains, ceiling tile in the corner is warped and black, needs to be replaced. 9: Multiple faucets need aerators. Work order 52047</p> <p>Lee Middle School Room 26: 4: (D) Ceiling tile has a crack and needs to be replaced. 9: Aerator needs to be installed. Work order 52055</p>

School Facility Conditions and Planned Improvements

			<p>Lee Middle School Room 27/Chemical Storage: 4: (D) Ceiling tiles have holes or stains, ceiling tile needs to be replaced directly over the door leading into the hallway, it's a radar ceiling tile. 9: (D) A Leak is evident, the 2nd drinking fountain on the right hand side of the classroom walking in has a slow leak. First sink on the right needs an aerator. Work order 52058</p> <p>Lee Middle School Room 28: 4: (D) Ceiling tiles have holes or stains. 9: Aerators are missing. Work order 52060</p> <p>Lee Middle School Room 3: 4: (D) Ceiling tiles have holes or stains. Work order 52062</p> <p>Lee Middle School Room 43: 4: (D) Ceiling tiles have holes or stains. 9: (D) A Leak is evident. On first faucet on the left. It is seeping and has excessive hard water build up. Work order 52066</p> <p>Lee Middle School Room P 46: 4: (D) Ceiling tiles have holes or stains. Work order 52075</p> <p>Lee Middle School Room P 48: 4: (D) Ceiling tiles have holes or stains. 9: Aerator is needed. Work order 52079</p> <p>Lee Middle School Weight Room: 4: (D) Walls appear to have hazards from tears and holes, there is a hole right below the lights switch. 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Lights out in office area and diffusers are missing. (D) Outlets, access panels, switch plates, junction boxes and fixtures are NOT properly covered and secured from pupil access. Coax box in the large room in between the two offices needs to be fixed or removed. 11: (D) Paint is peeling, chipping, or cracking, paint is needed all around the room. Work order 52081</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>Lee Middle School Boys Restroom Adjacent to 7C: 5: (D) Corners of the room have a recognizable amount of dirt or grime buildup, restroom also may needs an enzyme treatment, there is a bad urine smell. 8: (D) A leak is evident, slight leak at the tailpiece of the flush valve. (D) Restrooms are NOT fully operational. One faucet doesn't work and is unattached. The other needs an aerator. The urinal on the left is clogged. Work order 52021</p> <p>Lee Middle School Girls Restroom Adjacent to 7C: 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup. Toilet paper wads on ceiling, etc. Work order 52026</p>

School Facility Conditions and Planned Improvements

Electrical

- X Lee Middle School Main Kitchen Adjacent to Gym:
4: (D) Walls appear to have hazards from tears and holes drywall is damaged in multiple areas.
7: (D) Outlets, access panels, switch plates, junction boxes and fixtures are NOT properly covered and secured from pupil access, the duplex receptacle at the serving counter near the walk in cooler needs a new plate, and to be re-secured.
work order 52032
- Lee Middle School Room 10:
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights, some lights are out.
9: Aerator needs to be installed.
Work order 52039
- Lee Middle School Room 12:
4: (D) Ceiling tiles have holes or stains.
7: (D) Lighting is flickering or out.
Work order 52040
- Lee Middle School Room 23:
7: (D) There is an unusual hum or noise from the light fixtures. On the right hand side walking into the interior door to the hallway.
(D) Lighting appears to be inadequate and is not working properly, a few light bulbs are out.
Work order 52051
- Lee Middle School Room 25:
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights, light bulbs needs replacement in the class.
Work order 52053
- Lee Middle School Room 41:
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights, interior lights are out.
Work order 52065
- Lee Middle School Room 45:
7: (D) Outlets, access panels, switch plates, junction boxes and fixtures are NOT properly covered and secured from pupil access. Exposed low voltage junction box on left hand side of the classroom in the corner walking in.
9: (D) A Leak is evident on second faucet directly to your left walking in.
Work order 52068
- Lee Middle School Weight Room:
4: (D) Walls appear to have hazards from tears and holes, there is a hole right below the lights switch.
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Lights out in office area and diffusers are missing.
(D) Outlets, access panels, switch plates, junction boxes and fixtures are NOT properly covered and secured from pupil access. Coax box in the large room in between the two offices needs to be fixed or removed.
11: (D) Paint is peeling, chipping, or cracking, paint is needed all around the room.
Work order 52081

School Facility Conditions and Planned Improvements

Restrooms/Fountains:
Restrooms, Sinks/ Fountains

X

Lee Middle Boys Restroom Adjacent to Lockers:
8: (D) Restrooms are NOT stocked with toilet paper, soap, and paper towels toilet paper dispenser is broken in one of the stalls.
(D) Restrooms are NOT fully operational.
Work order 52013

Lee Middle Girls Restroom Adjacent to Weight Room:
4: (D) Hazard(s) appear in the flooring. (Torn carpeting, missing floor tiles, or holes appear) floor is peeling badly.
9: (D) A leak is evident. Vacuum breaker in first stall on left and last stall on right needs replacement.
11: (D) Paint is peeling, chipping, or cracking, paint us needed in multiple areas.
Work order 52014

Lee Middle School Boys Restroom Adjacent to 7C:
5: (D) Corners of the room have a recognizable amount of dirt or grime buildup, restroom also may needs an enzyme treatment, there is a bad urine smell.
8: (D) A leak is evident, slight leak at the tailpiece of the flush valve.
(D) Restrooms are NOT fully operational. One faucet doesn't work and is unattached. The other needs an aerator. The urinal on the left is clogged.
Work order 52021

Lee Middle School Boys Restrooms Adjacent To Gym:
8: (D) Restrooms are NOT fully operational, faucet on left hand side is not working.
Toilet in the right hand stall is not flushing.
(D) A leak is evident. The vacuum breaker in the stall on the left is leaking.
Work order 52022

Lee Middle School Class 5:
9: Aerator needs to be replaced.
Work order 52023

Lee Middle School Girls Restrooms Adjacent To Gym:
8: (D) A leak is evident, vacuum breaker on the valve in the far right hand stall in the corner needs to be replaced. Also in the 4th stall to the right walking in.
(D) Restrooms are NOT fully operational, faucet on its own needs to be reinstalled and another is missing the knob.
Work order 52025

Lee Middle School Main Office:
8: (D) A leak is evident. Tailpiece is leaking in the restroom on the left of the restroom corridor.
Work order 52033

Lee Middle School Room 27/Chemical Storage:
4: (D) Ceiling tiles have holes or stains, ceiling tile needs to be replaced directly over the door leading into the hallway, it's a radar ceiling tile.
9: (D) A Leak is evident, the 2nd drinking fountain on the right hand side of the classroom walking in has a slow leak. First sink on the right needs an aerator.
Work order 52058

Lee Middle School Room 43:
4: (D) Ceiling tiles have holes or stains.
9: (D) A Leak is evident. On first faucet on the left. It is seeping and has excessive hard water build up.

School Facility Conditions and Planned Improvements

			<p>Work order 52066 Lee Middle School Room 45: 7: (D) Outlets, access panels, switch plates, junction boxes and fixtures are NOT properly covered and secured from pupil access. Exposed low voltage junction box on left hand side of the classroom in the corner walking in. 9: (D) A Leak is evident on second faucet directly to your left walking in. Work order 52068 Lee Middle School Room 8: 9: (D) Water pressure is inadequate, water is off. Work order 52069 Lee Middle School Room P 48: 4: (D) Ceiling tiles have holes or stains. 9: Aerator is needed. Work order 52079</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>Lee Middle Girls Restroom Adjacent to Weight Room: 4: (D) Hazard(s) appear in the flooring. (Torn carpeting, missing floor tiles, or holes appear) floor is peeling badly. 9: (D) A Leak is evident. Vacuum breaker in first stall on left and last stall on right needs replacement. 11: (D) Paint is peeling, chipping, or cracking, paint us needed in multiple areas. Work order 52014 Lee Middle School Class 6: 9: Aerator is missing. 11: (D) Paint is peeling, chipping, or cracking, door to the interior hall is worn and peeling. It is also cracking below the whiteboards. Work order 52024 Lee Middle School Gym: 11: (D) Paint is peeling, chipping, or cracking, the doors are severely worn. Lee Middle School Multipurpose room: 11: (D) Paint is peeling, chipping, or cracking on walls and HVAC grills. Work order 52030 Lee Middle School Room 4: 4: Carpet needs to be replaced soon. 11: (D) Paint is peeling, chipping, or cracking excessively on door. Work order 52063 Lee Middle School Room 40: 11: (D) Paint is peeling, chipping, or cracking on mullion. Work order 52064 Lee Middle School Room P 32: 10: Wall covering should not exceed 50% of classrooms, it is a fire hazard. Work order 52071 Lee Middle School Room P 37: 11: (D) Paint is peeling, chipping, or cracking on exterior of building right by the door. Work order 52073 Lee Middle School Weight Room: 4: (D) Walls appear to have hazards from tears and holes, there is a hole right below the lights switch.</p>

School Facility Conditions and Planned Improvements

			<p>7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Lights out in office area and diffusers are missing.</p> <p>(D) Outlets, access panels, switch plates, junction boxes and fixtures are NOT properly covered and secured from pupil access. Coax box in the large room in between the two offices needs to be fixed or removed.</p> <p>11: (D) Paint is peeling, chipping, or cracking, paint is needed all around the room.</p> <p>Work order 52081</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Lee Middle School Room 9: 9: Aerator is needed.</p> <p>15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and do not lock as designed,(unless there is a valid reason). Door to quad is not closing.</p> <p>Work order 52070</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	24	N/A	33

2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	587	571	97.27	2.73	30.63
Female	286	279	97.55	2.45	34.41
Male	298	289	96.98	3.02	26.57
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	36.36
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	443	430	97.07	2.93	27.34

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	38.46
White	90	89	98.89	1.11	43.18
English Learners	96	92	95.83	4.17	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	51	50	98.04	1.96	20.00
Socioeconomically Disadvantaged	470	458	97.45	2.55	26.37
Students Receiving Migrant Education Services	14	14	100.00	0.00	14.29
Students with Disabilities	96	94	97.92	2.08	7.53

2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	586	568	96.93	3.07	17.91
Female	285	278	97.54	2.46	16.61
Male	298	287	96.31	3.69	18.66
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	40.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	443	429	96.84	3.16	13.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	30.77
White	90	88	97.78	2.22	32.94
English Learners	96	91	94.79	5.21	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	51	50	98.04	1.96	14.00

Socioeconomically Disadvantaged	470	454	96.60	3.40	14.00
Students Receiving Migrant Education Services	14	13	92.86	7.14	0.00
Students with Disabilities	96	93	96.88	3.12	5.43

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	15.52	NT	19.88	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	304	291	95.72	4.28	15.52
Female	153	148	96.73	3.27	12.16
Male	149	141	94.63	5.37	18.57
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100	0	16.67
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	232	220	94.83	5.17	12.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	43	42	97.67	2.33	28.57
English Learners	48	44	91.67	8.33	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	31	30	96.77	3.23	10
Socioeconomically Disadvantaged	244	233	95.49	4.51	15.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	50	94.34	5.66	4

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96.7%	95.2%	96.0%	97.40%	97.80%

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.

2022-23 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), Woodland Middle School Music Boosters and School Site Council (SSC) membership. In addition, Lee provides a myriad 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.wjustd.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).

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	613	608	237	39.0
Female	303	301	116	38.5

Male	307	304	119	39.1
American Indian or Alaska Native	6	6	5	83.3
Asian	22	22	4	18.2
Black or African American	9	9	4	44.4
Filipino	1	1	0	0.0
Hispanic or Latino	457	453	178	39.3
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	8	8	2	25.0
White	100	99	40	40.4
English Learners	113	112	42	37.5
Foster Youth	4	4	3	75.0
Homeless	11	11	7	63.6
Socioeconomically Disadvantaged	504	500	213	42.6
Students Receiving Migrant Education Services	18	18	5	27.8
Students with Disabilities	100	100	43	43.0

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.78	12.07	0.21	5.89	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.07	0.00
Female	9.24	0.00
Male	14.98	0.00
American Indian or Alaska Native	0.00	0.00
Asian	9.09	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	13.00	0.00
English Learners	14.16	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	13.49	0.00
Students Receiving Migrant Education Services	16.67	0.00
Students with Disabilities	18.00	0.00

2022-23 School Safety Plan

Safety of students is the first priority of 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.

Lee Middle School's Site Safety Plan is revised each year, presented to the School Site Council, and approved 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. While the Site Safety Committee has primary responsibility for developing the plan, input was gathered from students, staff and families throughout the process. The Safety Plan was last updated and approved at our Site Council Meeting on September 21st, 2022.

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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	20	14	15	1
Mathematics	21	8	19	
Science	20	13	16	
Social Science	19	16	15	

2021-22 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	290

2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7,333	\$1,332	\$6,002	\$67,997
District	N/A	N/A	\$5,707	\$73,100
Percent Difference - School Site and District	N/A	N/A	5.0	-7.2
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-9.4	-20.0

2021-22 Types of Services Funded

Woodland Joint Unified School District spent an average of \$5,707 to educate each student (based on 2020-21 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2020-2021 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$47,505	\$52,478
Mid-Range Teacher Salary	\$67,644	\$80,810
Highest Teacher Salary	\$96,876	\$101,276
Average Principal Salary (Elementary)	\$110,190	\$127,080
Average Principal Salary (Middle)	\$115,533	\$134,264
Average Principal Salary (High)	\$127,448	\$147,200
Superintendent Salary	\$246,598	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
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. 5 professional development days take place annually prior to the school year commencing. 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, Preschool-12
 English Learner Roadmap, TK-12
 Social Emotional Learning TK-12
 Early Literacy TK-3

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0