

Douglass Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements 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.

2023-24 School Contact Information

School Name	Douglass Middle School
Street	525 Granada Dr.
City, State, Zip	Woodland, CA 95695
Phone Number	(530) 666-2191
Principal	Cristina Morel
Email Address	cristina.morel@wjusd.org
School Website	https://dms.wjUSD.org/
County-District-School (CDS) Code	57727100000000

2023-24 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	www.wjUSD.org

2023-24 School Description and Mission Statement

Principal's Message

Douglass Middle School is a comprehensive, traditional middle school on a traditional calendar serving 7th and 8th graders from across Woodland, CA. During the 2022-2023 school year, 808 students were enrolled.

Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 61,032 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,288 students in the 2022- 23 school year.

Douglass Middle School's Vision and Mission Statements:

The Vision for Douglass Middle School is to produce students who will be self-sufficient, contributing members of our community and society.

Our mission is to consistently give our students opportunities to strategically process content using Writing, Inquiry, Collaboration, Organization, and Reading strategies ensuring ALL students will have equitable access to college and career readiness.

Douglass's Lion Code:

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	380
Grade 8	428
Total Enrollment	808

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
American Indian or Alaska Native	0.5%
Asian	9.2%
Black or African American	1.7%
Filipino	1.2%
Hispanic or Latino	71.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.6%
White	13%
English Learners	16.2%
Foster Youth	0.2%
Homeless	1.2%
Migrant	4.2%
Socioeconomically Disadvantaged	76.6%
Students with Disabilities	13.6%

A. Conditions of Learning **State Priority: Basic**

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

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

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)	34.70	89.59	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.58	16.70	3.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.30	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.70	1.80	12115.80	4.41
Unknown	3.00	7.81	29.10	5.99	18854.30	6.86
Total Teaching Positions	38.80	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)	36.70	87.20	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	1.90	4.72	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	2.28	14.80	3.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.42	8.20	1.68	11953.10	4.28
Unknown	1.30	3.29	18.00	3.70	15831.90	5.67
Total Teaching Positions	42.10	100.00	488.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.00	0.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.30
Local Assignment Options	0.00	0.60
Total Out-of-Field Teachers	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 14, 2023 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 2023, regarding textbooks in use during the 2023-2024 school year.

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill (2017) Adopted 2020	Yes	0.0%
Mathematics	Houghton Mifflin-Big Ideas HoughtonMifflin-Go Math! Adopted 2016 Adopted 2015	Yes	0.0%
Science	Pearson/Prentice Hall Adopted 2008	No	0.0%
History-Social Science	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	Yes	0.0%
Health	Health Connected: Teen Talk Adopted 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

Originally constructed as Woodland High School in 1912, the facility opened as Douglass Middle School in 1971, when a new high school was built off of Beamer. Douglass offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 34 classrooms, one library, one cafeteria, one staff room, two gyms and a sport court, an industrial arts room, a music room, and a ropes course. In fall of 2010-11 a fully operational greenhouse was opened on campus for scholastic and community use. The school also houses the district K-8 Independent Study Program. Facility information is current as of December 19, 2023.

Cleaning Process

The principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair

The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A computer work order process is used to ensure efficient service and highest priority for emergency repairs. At time of publication 100% of restrooms on campus were in working order.

Year and month of the most recent FIT report

12/19/2023 - 12/19/2023

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			Administration: Ceiling tiles are missing VP office #1406
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X		<p>B 04: Lighting does not appear to be adequate - (2) ballasts out #1407 C 04: Lighting is inadequate, several lights are out. #1412 C 05: Lighting does not appear to be adequate, several lights are out #1413</p> <p>Room D4: Lighting does not appear to be adequate, several light are out #1434</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>B 08: First sink faucet on the right is loose and will not shut off all the way#1408 Boys restroom : First stall seat is loose #1409 E 03: Drinking fountain does not work #1425 Entry: Water pressure is inadequate (too high on fountain) #1427 Girls restroom : Missing sink. Either replace or clean up wall</p> <ul style="list-style-type: none"> • Sinks need to be mounted better and caulking replaced • Gojo dispenser moved #1429 <p>Girls restroom : First sink is loose #1430 Girls Restroom: Middle stall needs seat replaced/repared #1428 MPR: MPR drinking fountain does not work#1431 Room D1: Water pressure is inadequate on fountain #1432 Room D2: Sink faucet is loose #1433</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>B 08: West door has loose handle #1408 Boys Restroom: Door vent needs to be replaced/repared #1410 C 04: Door handle is loose and install metal plate where door is damaged #1412 C 05: Door handle is loose and install metal plate where door is damaged #1413 C 06: Door handle is loose and install metal plate where door is damaged #1415 C 07: Door handle is loose and install metal plate where door is damaged #1418 C 08: Door handle is loose and install metal plate where door is damaged #1420 C 09: Door handle is loose and install metal plate where door is damaged #1422 C 10: Door handle is loose and install metal plate where door is damaged #1423 Girls Restroom: Door vent needs to be replaced/repared #1428</p>

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	41	45	37	38	47	46
Mathematics (grades 3-8 and 11)	21	26	24	25	33	34

2022-23 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	808	789	97.65	2.35	45.42
Female	390	382	97.95	2.05	48.42
Male	418	407	97.37	2.63	42.61
American Indian or Alaska Native	--	--	--	--	--
Asian	75	72	96.00	4.00	68.06
Black or African American	15	15	100.00	0.00	66.67
Filipino	--	--	--	--	--
Hispanic or Latino	575	565	98.26	1.74	37.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	24	96.00	4.00	66.67
White	104	99	95.19	4.81	60.61
English Learners	96	92	95.83	4.17	2.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	89	89	100.00	0.00	38.20
Socioeconomically Disadvantaged	617	603	97.73	2.27	41.60
Students Receiving Migrant Education Services	30	30	100.00	0.00	23.33
Students with Disabilities	108	100	92.59	7.41	8.08

2022-23 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	808	790	97.77	2.23	25.82
Female	390	382	97.95	2.05	25.13
Male	418	408	97.61	2.39	26.47
American Indian or Alaska Native	--	--	--	--	--
Asian	75	74	98.67	1.33	48.65
Black or African American	15	15	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	575	564	98.09	1.91	18.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	24	96.00	4.00	29.17
White	104	99	95.19	4.81	42.42
English Learners	96	94	97.92	2.08	2.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	89	89	100.00	0.00	14.61
Socioeconomically Disadvantaged	617	602	97.57	2.43	21.10
Students Receiving Migrant Education Services	30	30	100.00	0.00	13.33
Students with Disabilities	108	100	92.59	7.41	5.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.79	22.28	19.88	19.95	29.47	30.29

2022-23 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	428	415	96.96	3.04	22.17
Female	200	193	96.50	3.50	20.73
Male	228	222	97.37	2.63	23.42
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	44.12
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	296	288	97.30	2.70	14.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	33.33
White	67	63	94.03	5.97	39.68
English Learners	38	36	94.74	5.26	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	54	54	100.00	0.00	9.26
Socioeconomically Disadvantaged	312	301	96.47	3.53	17.94
Students Receiving Migrant Education Services	14	14	100.00	0.00	14.29
Students with Disabilities	44	39	88.64	11.36	0.00

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.40%	98.40%	98.40%	98.40%	98.40%

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.

2023-24 Opportunities for Parental Involvement

The school district benefits from extensive support from parents and community members. Douglass Middle School is proud of its many opportunities for parents to volunteer their time and get involved. These opportunities include the English Learner Advisory Committee (ELAC), School Site Council (SSC) membership, Safety Team, Tier I team, Music Boosters, and fundraising. We welcome parents to campus to partner with us as classroom and project volunteers, and field trip chaperones. To gather feedback from both students and families, we survey parents several times a year about their availability for meetings and communication preferences and implement student surveys to include student voices in our SPSA (School Plan for Student Achievement) and school-wide initiative planning. Douglass encourages youth engagement and youth voice and engages with our Youth Advisory Council (comprised of students representative of our demographics and academic performance bands) to provide feedback and input on our school systems, structures, and supports, and make data-informed decisions to improve school outcomes.

Douglass Middle School also benefits from partnerships that make generous donations throughout the school year. The community of Woodland has a strong history of supporting student efforts to raise money for activities, athletics, and the arts.

Contact Information

Parents who wish to participate in Douglass Middle School's leadership teams, and school committees, or become a volunteer may contact the school office at (530) 666-2191, respond to Parent Square messages, Facebook posts, or email any of the school administrators. The school's Web site (www.dms.wjUSD.org) provides a variety of resources for parents, students, and community members. Parents are also encouraged to participate in community forums at the district level and can attend Community and Family Engagement (CAFE) events.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	829	823	173	21.0
Female	400	397	86	21.7
Male	429	426	87	20.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	2	40.0
Asian	77	76	14	18.4
Black or African American	15	15	7	46.7
Filipino	10	10	3	30.0
Hispanic or Latino	588	583	117	20.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	22	22	5	22.7
White	108	108	24	22.2
English Learners	150	147	37	25.2
Foster Youth	5	5	0	0.0
Homeless	11	11	6	54.5
Socioeconomically Disadvantaged	638	634	147	23.2
Students Receiving Migrant Education Services	35	35	11	31.4
Students with Disabilities	118	116	31	26.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.51	9.99	11.94	0.21	5.89	6.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.94	0
Female	8	0
Male	15.62	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.6	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	14.46	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.09	0
White	8.33	0
English Learners	16.67	0
Foster Youth	0	0
Homeless	18.18	0
Socioeconomically Disadvantaged	13.32	0
Students Receiving Migrant Education Services	14.29	0
Students with Disabilities	20.34	0

2023-24 School Safety Plan

The safety of our students is the number one priority for our school staff. Students are supervised throughout the day by teachers, administration, campus security, custodians, and paraprofessionals. Visitors to the school must check in at the office and wear a visitor's badge while on campus at all times.

Douglass Middle School's Site Safety Plan is revised each fall by the School Safety Committee and reviewed and approved each year by the Site Council. Input is provided by the Youth Advisory Council and ELAC. The plan was last reviewed by ELAC and the Youth Advisory Council before approval by the school site council in September of 2023. These committees consist of administrators, staff members, parents, and students. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. The plan is reviewed with staff during regular monthly staff meetings. The WJUSD School Board of Trustees approved the Safety Plan on November 16, 2023.

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 fire evacuations, earthquake/disaster drills, and intruder/lockdown drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises, and emergency supplies are available. Safety Committee meetings are held every other month to ensure that we are addressing safety needs promptly.

2020-21 Secondary Average Class Size and Class Size Distribution

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

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

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	24	8	24	2
Mathematics	24	10	21	3
Science	26	5	26	
Social Science	23	8	29	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	13	25	0
Mathematics	24	8	24	1
Science	24	5	28	0
Social Science	24	5	28	0

2022-23 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	404

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$7,416	\$1,505	\$5,911	\$72,209
District	N/A	N/A	\$6,454	\$74,070
Percent Difference - School Site and District	N/A	N/A	-8.8	-1.2
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-12.1	-14.0

Fiscal Year 2022-23 Types of Services Funded

Woodland Joint Unified School District spent an average of \$6,545 to educate each student (based on 2021-22 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2021-2022 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Grant, 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, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$48,218	\$54,190
Mid-Range Teacher Salary	\$68,659	\$85,111
Highest Teacher Salary	\$98,329	\$104,999
Average Principal Salary (Elementary)	\$111,843	\$132,492
Average Principal Salary (Middle)	\$117,266	\$140,987
Average Principal Salary (High)	\$129,360	\$153,884
Superintendent Salary	\$260,000	\$255,503
Percent of Budget for Teacher Salaries	32.28%	32.09%
Percent of Budget for Administrative Salaries	4.96%	5.25%

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
- Differentiation

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0